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ABSTRACT

This book contains articles from two issues of "Topics in Language Disorders" that focus on recent developments in the understanding of short-term memory, working memory, and long-term memory systems and their relationship to language comprehension, lexical development, early academic development, later academic development, and communication following brain damage. Each chapter applies theoretical and research advances in memory to assessment and intervention issues that are important to clinicians who treat children and adults with language impairments. Part 1 discusses working memory and language impairments and includes the following chapters: "Short-Term Memory, Working Memory, and Their Importance in Language Processing" (Nelson Cowan); "Sentence Comprehension and Working Memory in Children with Specific Language Impairment" (James W. Montgomery); "Capacity Limitations in Working Memory: The Impact on Lexical and Morphological Learning by Children with Language Impairment" (Susan Ellis Weismer); "Serial Memory in Children with Specific Language Impairment: Examining Specific Content Areas for Assessment and Intervention" (Barbara B. Fazio); "Phonological Awareness Training and Short-Term Working Memory: Clinical Implications" (Ronald B. Gillam and Anne van Kleeck); and "Retraining Memory Strategies" (Rick Parente and Douglas Herrmann). Part 2 addresses long-term memory and language impairment and includes the following chapters: "'Oh I Remember Now!': Facilitating Children's Long-Term Memory for Events" (Judith A. Hudson and Ronald B. Gillam); "Making It Hang Together: Children's Use of Mental Frameworks To Structure Narratives" (Rita C. Naremore); "Accessing Long-Term Memory: Metacognitive Strategies and Strategic Action in Adolescents" (M. Lorraine Wynn-Dancy and Ronald B. Gillam); "Functional Treatment Approaches to Memory Impairments Following Brain Injury" (Judith Hutchinson and Thomas P. Marquardt); and "Memory Impairments Underlying Language Difficulties in Dementia" (Tamiko Azuma and Kathryn A. Bayles). An epilogue, "Putting Memory To Work in Language Intervention: Implications for Practitioners" (Ronald B. Gillam), is also included. (Each chapter contains references.) (CR)